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ABSTRACT

Guidelines for mutual parenting are provided in this handbook. "Mutual parenting" means that everyone in the community shares the responsibility for the safety and well-being of the community's youngsters. Several topics are discussed in the 15 brief chapters of the handbook. Chapters 1 through 3 focus on the formation of a mutual parenting network. Chapters 4 through 7 discuss the need for common guidelines among parents and suggest ways of making discipline in the home more businesslike, additionally offering 10 guidelines for establishing a set of family rules. Chapter 6 provides three home management worksheets related to topics presented in the previous chapter. Chapter 8 very briefly discusses special issues of dual-career or single-parent families. Chapters 9 through 10 focus on the definition and selection of consequences for children's responsible and irresponsible behavior; management worksheets related to these topics are offered. Ways parents can be do-it-yourself psychologists in their own homes are described in Chapter 11. Chapters 12 through 14 suggest a way to reduce disagreement about mutual expectations among family members, list four steps to good employee/management relationships, and touch on the importance of volunteer work and community service for young persons. A sequence of parent activities for implementing the ideas suggested is provided in the concluding chapter. Appended are proposed guidelines for parental decision making regarding communitywide conduct standards for youth. (RH)

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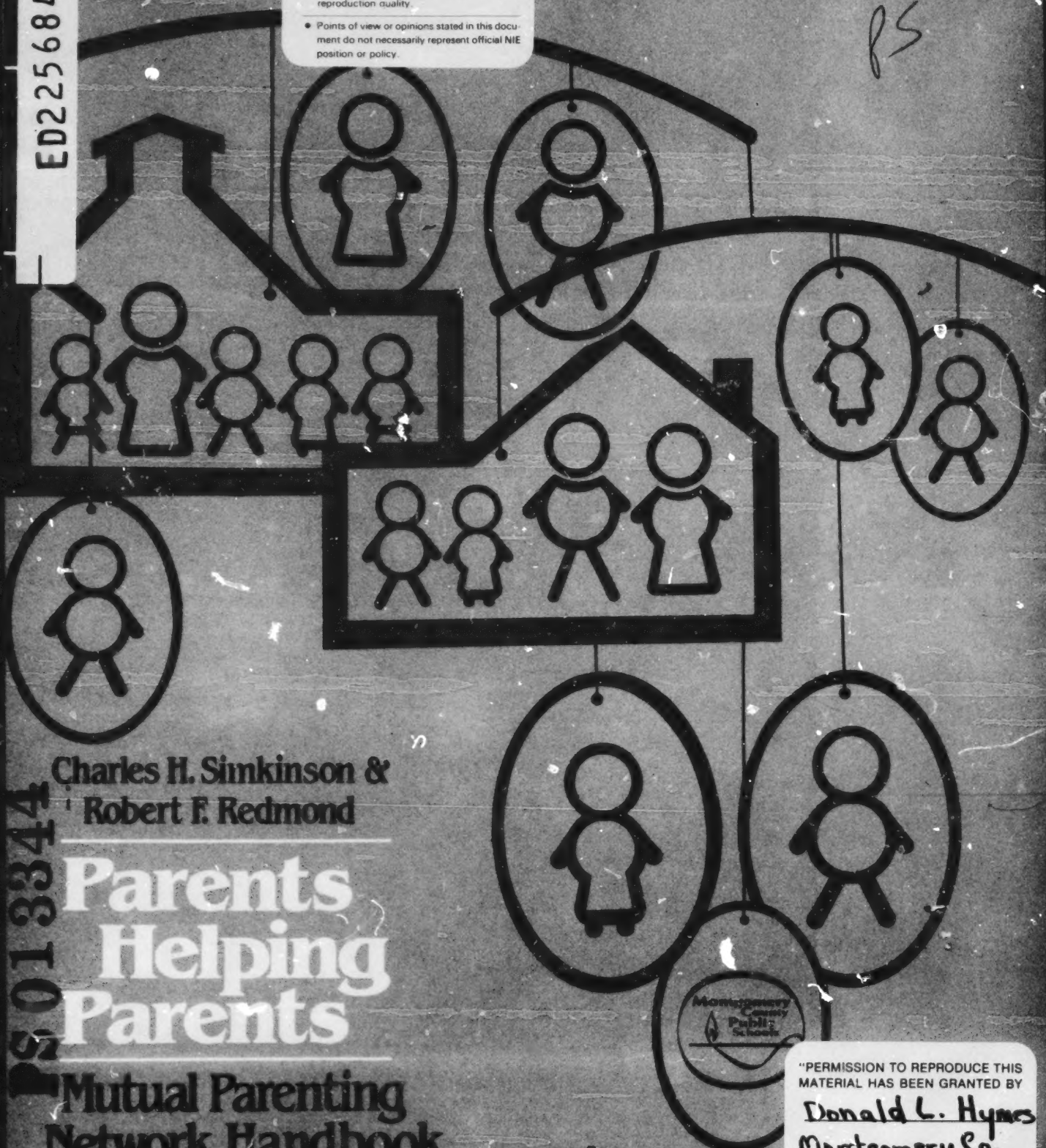

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Charles H. Simkinson &
Robert F. Redmond

Parents Helping Parents

Mutual Parenting Network Handbook

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Foreword

The primary purpose of this handbook is to strengthen and support the family. A strong and healthy family can nurture and sustain the child who will grow into productive adulthood, ready to assume his place as an active and responsible citizen. Today the family is under siege from conflicting values, new freedoms, and changing roles. We see, with increasing frequency, breakdowns among families which sometimes result in drug/alcohol abuse and juvenile crime. Problems that affect children at home translate into problems for society, including the schools. When the family unit, which is the cornerstone, is not secure, then the entire structure of society is threatened.

It is my sincere hope that the knowledge contained in this handbook will help parents to realize they do not have to struggle alone and that by establishing parent support groups (networks) they can work together for the benefit of their own as well as all of the children involved.

Montgomery County Public Schools is helping to make this PARENTING NETWORK HANDBOOK available to demonstrate tangibly our commitment to being part of the solution. Clearly, the safety and well-being of our young people are goals we all have in common.

These pages do not reflect official Montgomery Public Schools policy nor do we necessarily endorse all views expressed herein. Instead, our involvement is simply an expression of a desire to join with parents and other concerned citizens to deal with the problems that affect us all.

Edward Andrews, Superintendent
Montgomery County Public Schools

Preface

Families are the building blocks from which the foundations of society are made. The individual's basic needs to love and be loved are first met in the family. It is the place where people are accepted as they are. Today, the American family quite obviously is under stress. Successful families are held together by much work and sacrifice. As adults who choose to rear a family soon recognize, it is not an easy task. It is not something they can choose to do only when they feel like it, but it is something that requires constant and consistent work. In my opinion, it also is one of the finest efforts a person can make as it helps perpetuate for further generations all that is best from the past; and it provides for continuity into the future of spiritual, moral, and human values. If parents and all members of the community do not see this as their responsibility and duty, then our society and all that is great and noble in it could collapse.

Many parents who take their responsibilities seriously realize that the nuclear family alone cannot adequately handle all the tasks of parenting. In the past, parents were aided by an extended family of grandparents, uncles, aunts, older children, and other family members, all of whom pitched in for the task of child rearing. This is no longer true in far too many cases. To an alarming degree, we seem to be living in an age of the isolated nuclear family. I sincerely believe that the so-called nuclear family alone cannot handle the pressures of adequate, responsible parenting. As parents realize this, they seek ways to increase their effectiveness in parenting. Consequently, throughout our county, parents are seeking alliances with other parents, schools, religious congregations, local governments, and civic organizations. The results of these self-help efforts can be seen in the development of mutual parenting networks and the solution of community problems. This handbook provides a framework and practical suggestions for weaving a network of safety and guidance for our children.

Our young people are our future. Hopefully, they will perpetuate all the values of our society. I hope this handbook will raise the consciousness of not only parents but also of all community members so that they will examine what we are trying to pass on to future generations and accept their collective responsibility for each other as individuals.

March 1982
Olney, Maryland

Father William M. Stock
President, Northeast
Montgomery County Clergy
Association and
Together Parenting
(T.I.P.) Advisory Board

Introduction

Mutual parenting means that everyone in the community shares the responsibility for the safety and well being of the community's youngsters.

Teenage peer pressures in a community put a lot of pressure on a family. The pressure can be worse for parents who do not know each other as peers and, therefore, cannot engage in mutual parenting. Without this support, parents often feel embattled and alone in their efforts to uphold certain standards and levels of safety for their young people. A new alliance is needed among area families, schools, religious congregations, and local government and civic organizations. In the past, these groups have engaged in too much mutual blaming for their problems of young people. Now, a commitment to mutual parenting by all sectors of the community can replace mutual blame.

This handbook provides practical, how-to-do-it guidelines for mutual parenting. It describes the steps to forming mutual parent networks. It also offers guidelines for developing a code of communitywide conduct standards that the whole community can support to help parents form a network of safety around the young people in their community. The process is similar to the old Civil Defense meetings that used to be held in each neighborhood during World War II. Today, just as during that war, people often pull together in times of stress to meet a common problem.

Chapter 1

Mutual Parenting Networks Are Needed

Far too many members of our community don't know each other as they did in the past. Of course, parents of elementary school children sometimes know each other since many are neighbors. They also may coordinate their children's transportation and activities such as Little League or Scouts. This situation fosters natural, direct communication links between parents and the world in which the child lives. (See Figure 1.)

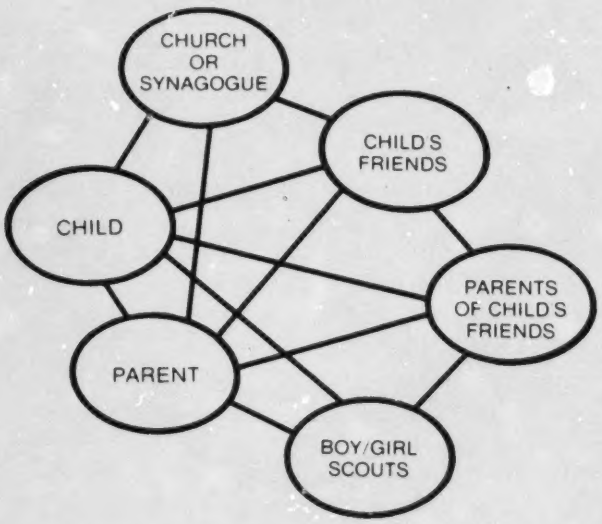


Figure 1

With high school, however, comes peer pressure, teenage drivers, and demands for autonomy and privacy. The communication pattern changes and parents no longer control the flow of information (see Figure 2). For this reason, parents need to do something special to establish communication with the parents of their children's friends.

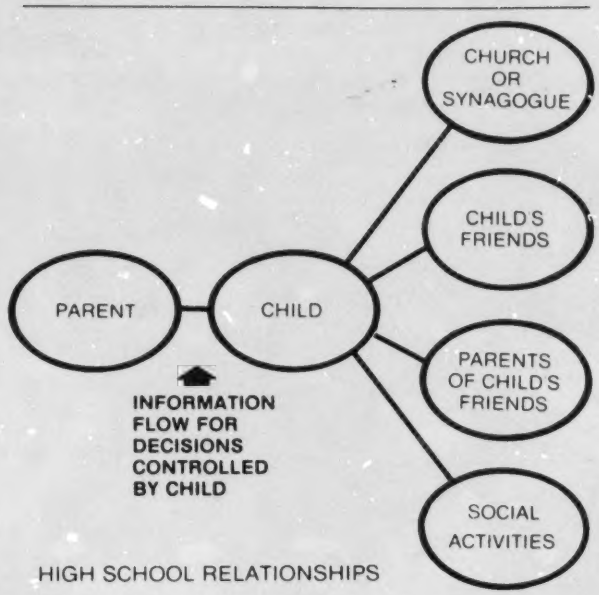


Figure 2

Many times, a young person says to parents, "Johnny's parents allow him to" or "Everyone else does." It is difficult to verify the facts without talking directly to other parents. This is not as easy as it used to be. When extended families lived in the same community and when neighborhoods were more closeknit, mutual parenting occurred naturally. Today, there also is no standard of comparison of generally accepted norms for conduct outside the home in most urban and suburban communities. Thus, parents don't know what rules other parents are supporting.

In addition to losing control of the communication flow during their children's teenage years, parents find other aspects of adolescence make it a trying time. Between the ages of 12 and 20, rapid physical growth is accompanied by the highly changeable emotions of adolescence. (See Figure 3.)

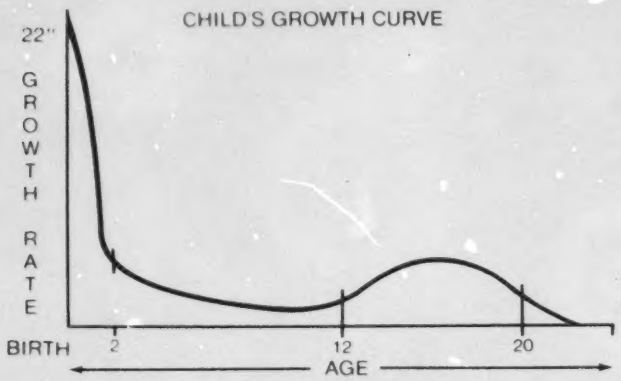


Figure 3

Unfortunately, this growth curve peaks at the very same time that authority shifts between parent and child. (See Figure 4.)

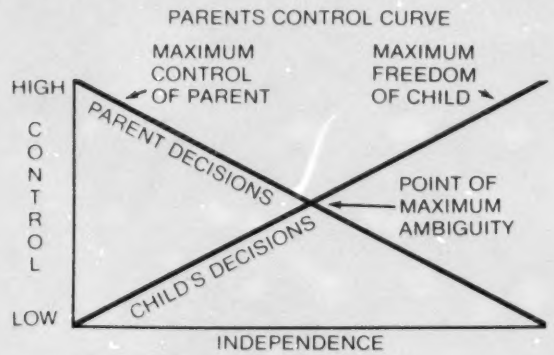


Figure 4

This is the time when it is least clear who should be in charge. A young person is neither a totally dependent child nor a fully self-responsible adult. Peer pressure also peaks and parental authority is least effective at this time. It is a time when parents need parental peers as a necessary source of support.

Dr. Robert Jardin, director of the Montgomery County Health Department's Alternatives and Counseling Programs, notes that "it is very tempting after the 'terrible two's' and the 'oppositional four's' to wish for a time when our children can be our friends on an equal buddy-to-buddy basis. Our offspring probably don't become our true friends on a near peer level until they have children of their own. They probably won't express their gratitude for our setting limits until then. In the meantime, our children need parents and we need other parents who can be our peers, friends, and colleagues." Parents dealing with adolescents have common concerns. They can help each other significantly by establishing conduct standards and mutual parenting networks to ensure the safety of their frisky, not-yet-adult, young people.

Here are some facts that emphasize the seriousness of our discussion. The only age group in our society where the fatality rate has increased over the last 10 years is the 14- to 24-year-old group. This age group nas experienced a 15 percent increase in fatalities because of fatal auto accidents (usually alcohol-related), sucides, and homicides! Control issues contribute to this tremendous increase despite longer life expectancy in general. When out of control, some people make choices that are hazardous and sometimes irreversible.

When the parents of adolescent peers are all talking to one another and setting common rules, then individual parents are less likely to be challenged by their children. Also, young people feel less "singled out" by their parents' enforcement of common rules.

Everyone knows that other parents can sometimes communicate with your child when you can't and that you can communicate with other people's children when they won't listen to their own parents. Parent networks take maximum advantage of this fact.

The goal of mutual parenting networks is to protect the safety of everyone's children. When we don't know who our children's friends and their parents are, we leave our children's safety to chance. Our communities and neighborhoods are too hazardous to allow our children to fend for themselves. These hazards are greater than any single set of parents can safely cope with on their own. It is important to join other parents in creating a network of safety.

Mutual parenting networks really just extend the PTA concept to account for the fact that many parents just don't know each other like they used to. Some people may be reluctant to join a mutual parenting group for any or all of the following reasons. They are afraid of being thought of as meddling in other people's business; they don't wish to discuss family matters in public; they fear social entanglement; they don't like meeting groups; they don't want to make time commitments; or they find the emphasis on rules and conduct standards too autocratic. For those willing to overcome these objections, the following chapter will help you organize a mutual parenting network.

Chapter 2

Seven Steps To Forming a Mutual Parenting Network

The term network is used because much of this communication can be done on the telephone or through telephone chains, thus making it unnecessary to attend frequent meetings outside the homes. Seven steps to form a network follow:

I. **How To Find Out Who Your Children's Friends Are**

A. Parents have a very legitimate right to know who their children's friends are. Indeed, parents are typically expected to know who their children's friends are. To do this:

1. **Ask** your child directly.

2. **Observe** and insist on meeting and getting the name of those with whom they go out.

B. If these steps aren't productive and your child is resistant, the following steps can be taken:

1. **A check** of the school yearbook can match faces with names.

2. **Talk** with those young people you do know and who know your young people and ask them with whom your child associates.

3. Call the school and ask the child's teacher, counselor, or principal whether they know your child's friends.

4. If the above procedures haven't yeilded telephone numbers, call the child's school and ask the school to request that parents of your child's friends contact you.

II. How To Make Contact with the Parents of Your Children's Friends

A. Sample telephone conversations

If a child answers the telephone, ask to speak with the parent of your same sex.

"Hello, I am (your name), the parent of (your child's name) who I believe is a friend of (their child's name). I am calling all the parents of (your child's name) friends because I like the small town tradition of knowing the parents of my children's friends." Wait for some response. (Remember, most parents are glad you called because they have been too shy to call you.) Explain the mutual parenting network concept discussed in the Preface. Don't expect everyone to respond positively. You haven't failed if you get turned down; you have failed if you didn't try.

B. Depending on the response you get to your introduction, you can gauge how agreeable the other set of parents is to being part of your mutual parenting network. At least exchange telephone numbers so you can call again. If you want to set up a face-to-face meeting, invite both parents to your house to talk. Don't go into any serious concerns over the phone or you may scare them off prematurely.

C. Tell those you invite who else you plan to invite or have already invited. (More than a dozen people is usually too many.)

D. Set a definite date and a definite time, say from 7:30 to 8:30 p.m. Specify that the meeting will be officially over after an hour. Indefinite or longer obligations also may scare off some people prematurely.

III. What To Discuss at Initial Meeting

A. Make informal introductions as people arrive. Name tags help people to learn each others names. It helps to add their child's name to their name tag.

B. Don't set the room up like a classroom. An informal circular seating pattern promotes informal discussion and communication.

C. Begin with guidelines for discussion:

1. An introductory statement such as this may be appropriate:

   "We are meeting tonight to discuss important business. We can enjoy ourselves, but let's not make it a social time. Also, let's not be super serious as this isn't a therapy group. It is more like the old style Civil Defense meeting. We are here to protect the safety of our children."

2. Avoid discussion of persons not present.

   Keep information given in the group confidential unless stated otherwise. Be sure that this point is made at the beginning and that everyone agrees.

   Give every person an opportunity to present their ideas. No one person should monopolize the discussion.

D. Having a feeling of being heard by others in the group is a good morale builder. Attempt to remember what each person's concern is and respond to that concern.

E. Host can begin the discussion by describing three to four concerns about his/her child that others are likely to have in common for that age group. For example:

   Use of auto or other transportation issues (give personal example and experience)

   Lack of homework time (give example of how you handle this)

   Trust issues (beliefs about ground rules at parties and social events, role of chaperones at parties, curfews)

F. Begin with topics of common concern as they help bring people together. Issues that are more delicate (sex, drugs, or illegal behavior) can wait until greater trust has been developed in the group and people know each other better.

G. Sometimes having a parent attend who has prior mutual parenting networking experience helps everyone get started. Call the CARE (Community Awareness Resource Exchange) Center run by the Montgomery County Government (279-1555) and ask for an experienced parent to come to the meeting to help you begin.

IV. How To Come to the First Meeting

A. Have everyone exchange names and telephone numbers.

B. Decide when and where to meet again, if it seems desirable at this point to have future face-to-face meetings. Try to get a commitment to meet at least once a month for the next three months and reevaluate whether the group needs to continue meeting.

C. Discussion of when and on what matters to exchange phone calls (e.g., chaperones, suspicions, etc.) should be the topic for the second meeting. Pass out "Guidelines for Parental Decision Making Regarding Communitywide Conduct Standards" (see Appendix) and ask parents to read it so they can discuss it at the meeting. People like a structured format when they are nervous and not sure of themselves. Also having something specific to do helps to bring people back.

V. What To Do at the Second Meeting

A. Begin with making decisions on which issues a parent should call another parent. For example, should one parent call another when he or she:

Feels suspicious of something seen or heard.

Sees rude behavior.

Is checking on chaperones and other means of mutual parenting at parties.

Is verifying a rule made by another parent (Johnny went to that movie and *his* parents said O.K.)

Sees a questionable act.

Sees a law-breaking incident.

B. Discuss the guidelines and decide on which ones the group wishes to render mutual support and have future discussion. For example:

What is a reasonable curfew?

How do you respond to your child's complaint that "everyone else's parents are letting them do it."?

How much T.V. should be permitted?

What about trips away from home without parents?

Should teenagers drink? Smoke?

How much allowance?

Should teenagers work?

How do we set limits for parties?

Where may students go without an accompanying adult?

What are reasonable afterschool boundaries?

What is a reasonable bedtime curfew?

How much time for homework?

How many evenings out each week?

How do we handle teenage sex decisions?

How do we decide on use of the family car?

Where is your child after school?

After this discussion is complete, it is important for parents to give other parents permission to contact them about their children. Thus, parents can be kept informed about their children and take preventive action when needed. It is important in such contact that only facts be reported, not moral judgments.

C. To develop a spirit of openness, avoid interpreting another's behavior or casting doubt on their motivation.

D. Make sure people listen to each other no matter how many judgments you may be feeling; don't blame another person until you have shared his experience. Mutual empathy is a key factor in these kinds of groups. The American Indian proverb for this is "don't blame a person 'till you have walked two moons in his moccasins."

E. Ask participants to go beyond just pointing out why an idea won't work to offering an idea of what might work better.

F. Don't get bogged down trying to single-handedly change the community.

VI. What To Do at the Third, Fourth, and Subsequent Meetings

Many parents need several sessions to talk about positions on parenting guidelines. They should be encouraged not to discuss the guidelines with their young people present until there is specific agreement within the parent network of expectations for behavior outside the home. Don't hurry the process. Parents need time to become really clear on positions so they don't weaken when they need to be enforced.

VII. What To Do If a Problem Greater Than the Groups Resource Comes Up in Discussion

When certain topics keep surfacing and the group appears to become frustrated with an individual or an issue, tactful referral to one of the following resources will keep the group from getting in over its head:

Call CARE at 279-1888 for information regarding parent networks and other information and referral resources.

Call Montgomery County Health Department for professional consultation on family issues at 530-5702.

Write for *Toughlove: A Self-help Manual for Parents Troubled by Teenage Behavior* by Phyllis and David York. $6.00, Community Service Foundation, Inc., P.O. Box 70, Sellersville, Pa. 18960. (215) 257-0421.

Chapter 3

One Parent Networker's Notes

Our mutual parenting network began to meet because of our concern about our young people's use of alcohol and marijuana. The first session started very slowly. People talked about the school, teenagers today, and other great social problems; but they did not get to any real issues such as their young people's potential drug use. Finally, the father who had initiated the group said, "Hey people, I have a problem. My son may be using alcohol and marijuana, and I don't know what to do about it. I'm scared and need help."

Once the other parents heard him say this, we all agreed that we had a common problem. We began to talk about what our young people did and certain patterns became very clear:

> "Well, my son Tom goes over to your house to be with Charles every Friday night."

> "Wait a minute, my son Charles goes over to your house every Friday night to hang out with Tom."

As the first meeting ended, we began to realize that our young people were conning us and that as a group we needed to try to structure our young people's lives more effectively to regain some control if we were going to help them become alcohol- and drug- free again.

We all agreed that as a result of the first meeting we did not feel so guilty as parents. We began to realize that we weren't bad parents, and we began to feel that with the support of the other parents we could do something to help our young people. We began to call each other to verify social plans and check on things like weekend activities such as school dances. In general, we began to make sure that the young people were where they were supposed to be.

Chapter 4

The Need for Common Guidelines Among Parents

During the formative stages of development, young people can't initiate rules for themselves or easily convince their peers that they are legitimate rule makers. Thus, it is important for parents to establish these rules themselves.

Despite their loud protests, young people really need the external controls that rules and standards give them. Dr. Robert Jardin observes how young people secretly confess to him that they are, in fact, glad when their parents set limits; while only moments earlier in a session with their parents, they had protested loudly about how unfairly their parents were treating them. We derive from this that when young people are heard complaining to each other about parental strictness, below the surface they are actually bragging that their parents care enough about them to risk disapproval and unpopularity.

A young person is very sensitive to peer pressure and typically wants to be able to hold parents up as the reason they can't go along with the group. Dr. Jardin gives the example of a young person who was afraid to go on an unchaperoned weekend to the Eastern Shore and was glad he could tell his friends that his parents wouldn't allow him to go unchaperoned.

In setting these limits for their children, parents do need the help of other parents. Young people's behavior in public settings at school, at parties, at shopping centers, and even during informal gatherings in other people's homes is a common ground of concern for all parents. As an aid to helping parents work together in this regard, the Together in Parenting (TIP) Steering Committee has developed a set of guidelines to assist parents in ascertaining what other parents in the community have generally agreed are a reasonable set of communitywide conduct standards for youth (see Appendix for rules on parties, curfews, chores, TV, drugs, hitchhiking, etc.).

Having such a common frame of reference helps parents compare notes. Young people often compare notes with their peers about their parents' rules for them at home. We want parents to be able to do the same. These guidelines for parental decision making provide just such a common frame of reference from which parents can discuss rules with other parents. This enables them to work together to uphold standards that will protect their young people from the physical and emotional hazards that exist in our community.

After discussion of these guidelines in mutual parenting networks, it is possible to say with authority that "I know for a fact that you are not the only one in your group of friends that has this rule." In addition to the common set of rules described in the Appendix, we offer in the next chapter a set of suggestions for maintaining discipline in relation to these rules. It is usually not enough to have a common set of rules unless there is also a common disciplinary method for insuring that they are observed.

Without a set of mutually known methods of discipline, such as getting grounded for coming in after curfew or not getting to watch TV when chores aren't done on time, parents often feel embattled and isolated when their children say that their parents' means of discipline aren't as fair as their friends' parents. Also the children themselves feel singled out and really believe that their parents are more strict than those of their friends. Consequently, both parents and their children worry that:

1. The child won't be popular because of:

   Being different and thus ruining his/her entire social life

   Not having equal opportunities

2. The child's life will be ruined by parents:

   Being more strict than other parents

   Invading their privacy and interfering in their lives

Having a common frame of reference helps parents make decisions to back up each other's authority and offer support for maintaining rules and the means of discipline. In this manner, it becomes easier for parents to take a stand and their children feel less put upon when they learn that their friends actually do have similar rules. To provide such a shared frame of reference in the next chapter, we have chosen to make an analogy between the family and the business world because practically everyone is familiar with business procedures. Families are enough like businesses so that comparisons can be useful. In addition to its being easily understood, the real value of this model is that it can provide a common frame of reference that all parents in the community can use to refer to in their discussion with other parents. To date, there are no other widely publicized models of family management to which parents can refer.

Chapter 5

Making Discipline in the Home More Businesslike

Your family is a social organization that in many ways is just like business. It needs to have orderly procedures with clear and consistent management. If you have trouble getting someone to take out the trash on time, it may indicate that your home doesn't have enough businesslike procedures and rules.

In a business, there are managers and employees. When all the managers can agree on policies or rules for running the business, there is less chaos and less unnecessary and repetitive disagreements between them and the employees. In a family, the parents make up the management team and the children are the employees. This is a fair distribution of authority because the parents are legally responsible for the family's proper functioning and for its financial survival.

Emotional relationships usually play a greater role in family decisions than in business decisions. For example, children usually aren't fired when someone else is found who can do the job more effectively. However, it is precisely because of the greater emotional relatedness that there needs to be clear rules and policies backed up by firm and consistent leadership. A lot of confusion and tension occur when people don't know what is expected of them.

Chapter 6

How to Begin the Business

If you decide to run your family more like a business, you need to develop businesslike rules or procedures. Since children can't always find words to explain what is bothering them, we encourage parents to construct a clear set of family rules so that they can hear what the young person's behavior is saying by noting which rules are kept or broken. (See Management Worksheet 1 regarding sample family rules on page 11.)

For example, if the child doesn't go to bed on time, this tells us something. If chores don't get done on time or in the right way, this tells us more. When the child fights with brother, sister, neighbor, or classmates, it tells us something. What does it tell us? To get the answer, we can put all this information together in a wideangle picture. All these pieces of a child's behavior, no matter how mysterious or nonlogical they may seem, do nevertheless represent a solution to some problem that the child perceives. For instance:

> The child may perceive there to be a problem getting parents to pay more attention to him or her.
>
> One solution children may use is to harass parents, brothers, sisters, etc., until they get attention, be it positive or negative.

If this analysis is correct, what is an alternative and more productive way for the child to solve the problem of getting more attention? A possible solution follows:

Develop a rule that if the child doesn't harass anyone and does chores on time, the parent will talk with the child or play a game for a specific length of time. This way the child gets positive attention and the parent isn't forced into giving negative attention, plus the chores get done!

If the misbehavior persists despite the new rule, the parent needs to continue narrowing down the number of possible problems that the harassment may be meant to solve. (See Management Worksheet 2 on page 12.) This method gives the parents a systematic procedure for determining what is bothering their child. They don't have to keep asking their shoulder-shrugging, "I-don't-knowing" youngster for an answer that the youngster probably can't articulate in the first place.

The next chapter presents ten guidelines for developing such family rules. These rules will provide the potential for a businesslike and orderly household where you can learn to decode what your children's behavior is saying and what problems they are trying to solve.

As you read through the guidelines, remember that rules are made for people. Mutual respect and enjoyment are the rewards of having rules. All families, like individuals, are unique and never fit neatly into any mold or rigid set of rules. Therefore, the rules must reflect not a rigid mold but function merely as a map for family members to follow to increase mutual respect and enjoyment.

With increasing mobility in communities and the impersonality that comes from this and other major cultural changes, standards for behavior inside or outside the home have become quite blurred and difficult to define. This vagueness regarding norms and standards encourages a self-indulgent attitude on the part of young people. Living respectfully with other family members involves more than just "doing your own thing." It means learning mutual respect by meeting a clear set of expectations.

Place a copy of these rules in a clearly visible place in the home (on the refrigerator door). Rules have to do with such things as chores and privileges, such as use TV, telephone, transportation, food, laundry service, or lodging. Consequences are the result of choices a young person makes in terms of breaking or keeping family rules. These rules need to be adjusted for the age and maturity level of each young person. Also, matters of management's personal life-style and taste need to be considered in describing rules. Be sure that the delay between the rule and its consequence is not too long, or good learning will be lost.

Management Worksheet 1

Sample Set of Rules

Subject	Family Rule	Desireable Consequence	Undesirable Consequence
Keeping things in place	Each person's personal space is to be kept clean on a daily basis with regular inspection at a specified and regular time.	Meeting standards results in having regular TV viewing privileges.	Failure to tidy room results in loss of one hour of TV viewing time.
Chores	Each person performs his or her individual daily chores (trash removal, washing dishes, yard work). Chores can be assigned or drawn by chance and posted in a clearly visible place. (See Management Worksheet 5 on page 19 for examples.)	Successful chore performance can be matched with transportation or regular allowance.	For each chore neglected, one hour additional bedrest at night (non-responsible behavior can be caused by physical tiredness). Also one additional chore can be added in place of bedrest.
Fighting	Fighting with other family members causing stress and/or disruption to other family members or managment.	Maintenance of warm, friendly atmosphere can result in special treats.	Shortened curfew on weekend for both participants in the fight.
Arguments and defiance	Harassing arguments or defiance of a parent or a parental delegate (baby sitter, older sibling, or school teacher).	Maintenance of pleasant or warm atmosphere can result in special treats.	Loss of one day of snacking privileges per each offense.
School behavior	Irresponsible behavior at school resulting in parents being contacted by school.	Additional social time and fewer chores for maintaining responsible behavior at school.	Restriction of social time or additional chores.
Homework	Irresponsible homework preparation resulting in school performance below the capability of the young person. Responsible homework preparation.	Additional recreation such as family trips and outings.	Supervised homework sessions at home. Having to pay tutor out of allowance or recreational budget. Daily bringing home of notes from teachers indicating school performance and/or homework assignment to be signed by parent. (See Management Worksheet 3.)

(To be used to determine what the child's behavior is endeavoring to communicate.)

Behavior Trend Analysis

Management Worksheet 2

_____

Young Person's Name

Please keep this record on a daily basis as consistency is the key to effective management.
Symbols to use:

+ for a positive consequence
− for a negative consequence

MONTH DATE RULE	1	2	3	4	5	6	7	8	9	10	11	12
Mon												
Tues												
Weds												
Thurs												
Fri												
Sat												
Sun												
Mon												
Tues												
Weds												
Thurs												
Fri												
Sat												
Sun												

Additional Comments:

19

Management Worksheet 3

Sample Pupil Assignment Sheet

(Communique between parent and teachers to be carried by student)

Day	Subject	Assignment	Teacher Initial	Parent Initial
Monday	Math			
	English			
	Science			
	Soccial Studies			
	Reading/Foreign Language			
	Other			
Tuesday	Math			
	English			
	Science			
	Social Studies			
	Reading/Foreign Language			
	Other			
Wednesday	Math			
	English			
	Science			
	Social Studies			
	Reading/Foreign Language			
	Other			
Thursday	Math			
	English			
	Science			
	Social Studies			
	Reading/Foreign Langanguage			
	Other			
Friday	Math			
	English			
	Science			
	Social Studies			
	Reading/Foreign Language			
	Other			

Chapter 7

Ten Guidelines for Establishing a Set of Family Rules

DISCIPLINE IS AN ACT OF LOVE

Children must be granted their freedom; but they must understand that with every increase in their freedom and their access to the totality of things, there must also be an increase in their responsibility. This is the lesson, the fundamental dynamic of human life. There is no freedom without responsibility.

—— Da Free John

1. Keep things simple. Limit the number of rules to issues that are really important and high on the family's list of priorities.
2. Do not make rules you will be too busy to enforce. Consistency and predictability help young people determine what reality is. Early success in establishing consistent parental authority prevents unnecessary challenges to authority or prolonged contests of will.
3. Parents (management team) meet weekly for a staff management* meeting without children (employees) present to go over the successes of the rules as well as failures. This is also an opportunity to resolve disagreements between parents. Check on who is responsible for enforcement of what and when.
4. Families are not democracies in the sense that everyone has an equal vote. Parents are the representatives of the children; but unlike elected representatives when children who are minors get in trouble, it is the parents who are held responsible and accountable. Thus, with ultimate responsibility goes ultimate authority.
5. Once parents make up a list of rules, they can be discussed with young people for feedback and modification; but it needs to be clear who posesses the authority and thus the responsibility for determining the final set of rules. Young people are often an excellent source for ideas regarding negative and positive consequences. In fact, young people crave boundaries and limits so they can define themselves and determine reality. Nevertheless, children test the limits of their parents' rules at almost every age level right up until their parents are no longer legally responsible for them.

   Once the parental authority for making rules is established, negotiable issues can be discussed. As time goes on, certain issues will need to be renegotiated. Family therapist Jacqueline Olson, M.A., gives an example of negotiation. A 13-year-old boy felt very strongly about having his room to himself and keeping it as dirty or clean as he wanted. His parents agreed with the stipulation that no food be taken into the room and that he would vacuum it weekly. Also, he agreed, in exchange, that he would not leave any of his belongings in any other family-used rooms. Both parties to the negotiation were satisfied. So hang in there! Setting limits is one of those "joys of parenthood" that maybe your parents never told you about.
6. Sometimes it is useful to delegate certain responsibilities to young people according to their age. For example, an older brother or sister can be responsible for a younger child's performance of some chores. This teaches responsibility to the older youngster and conserves management's energy.

*Some modifications are needed for single-parent families. When a coparent is not available on a regular basis, it is very important to find, appoint, or commandeer someone with which to share with as an adult colleague.

However, parents need to retain the responsibility for mediating negative consequences. This aspect of management is too difficult for the younger generation to handle. There needs to be a clear chain of command with responsibilities that are precise. Parents must back up delegated authority or the older child's authority will be undermined. On the other hand, the limits of their delegated authority needs to be clear, too.

7. Rules and consequences need to be spelled out in great detail. Example: Failure to clean one's room to parental specifications before leaving for school results in one extra chore to be performed before going to school the following morning. Lack of these specifications may result in long and unpleasant arguments concerning the meaning of rules. This usually ends up as a negative consequence for the parent administered at the whim of the young person. Since it is a choice to either break or keep a family rule, the agreed upon consequences for keeping or breaking a rule must be the only outcome. Otherwise a parent's visible agitation or nagging may encourage negative attention-getting behavior that a youngster may relish because it occurs at a time in their lives when it can be a challenge to gain control over an adult.

8. Parents need time off from their children. They need to spend time together, perhaps an evening a week without discussing the activities of the children. Weekends away are also very revitalizing. The best gift parents can give their children is to love each other.

9. Parents/managers must abide by their own rules and fairly accept the consequences when they don't. If you break your own rules, you will probably feel guilty; and when you feel guilty, it is difficult to be an authority with your children. They sense your lack of inner conviction.

10. Posting a written list of responsibilities in a clearly visable place helps young people develop a positive attitude toward themselves. They have some standard for knowing whether they are measuring up to the responsibilities set for them. Knowing you are doing well is a healthier motivator than the guilt of believing you are doing wrong. This written list also helps parents because it reminds them to be consistent in terms of the responsibilities they expect their young people to meet. Sometimes in the heat of an emotional reaction, parents, witnout a written list of rules, make what later proves to be unreasonable rules. Other times, when things are going well, they tend to become lax and let the standard for responsibilities break down. Such laxness can be interpreted by young people as parental indifference. In addition, it is helpful to have a written description of each person's job profile to show what is expected of each person by the rest of the family. See Chapter 12 for sample family job profiles.

SUMMARY: The philosophy underlying all these rules is the belief that, in general, if people live responsibly they will feel good about themselves. Changed behavior leads to changed attitudes. The opposite is usually not the case. This is why these rules focus on getting the young person's behavior to become responsible so that their attitudes towards themselves will change.

Chapter 8

Special Issues of Dual Career or Single Parent Families

When both parents work, good organization and clear procedures are especially important as time is usually limited. Of course, good organization can't take the place of having ample time to be in meaningful contact with children. It does prevent unnecessary friction from absorbing the time that the parents do have with their children. It is well known that when young people sense that the only way to get parents' attention is through misbehavior they will indeed misbehave.

In the case of single parent families, good organization and clear procedures are important because there is less total amount of management time available. The chain of command is especially important as the eldest child often will be perceived by other children as acting like a parent. Their authority needs to be clarified and backed consistently. Also, the single parent needs to consult regularly with another adult about management issues so that the parent gets moral support and objectivity, and the young people are not tempted to try to fill the gap and take on more responsibility than their level of authority warrants.

Chapter 9

Definition of Consequences

The word "consequence" is intentionally chosen over the word "punishment" because it communicates the young person's capacity for choice in the transaction. For example, the choice of responsible behavior leads to desirable consequences (rewards); choosing irresponsible behavior leads to undesirable consequences (punishments). In the real world, every action always has a consequence. For reality-oriented learning to take place, the parent must see that the young person associates an irresponsible behavior choice with an undesirable consequence. This requires parents to be consistent in applying consequences. Any wavering reinforces the young person's idea that reality can be manipulated and that self-responsible behavior is only a relative matter. Living in a family has its privileges and with privileges come responsibilities and other obligations. In a well-run business, the connection between privilege and responsibility is always clear. Consequences are sometimes referred to as the "bottom line" in a contract: that which represents the final outcome after all the variables are added up or subtracted.

Chapter 10

Selection of Consequences

Every young person inwardly (and secretly it seems) craves the security of rules and limits. They need parents who love them enough to supply such discipline. In a surprisingly large number of cases, the young person can be enlisted to help in suggesting the kinds of consequences that would help to develop a stronger sense of self-discipline. In fact, sometimes the young person will come up with consequences that are too stringent. The consequence needs to be closely related to the rule so that it is as much like the natural consequence as possible. For example, if the rule is that the young person is to get out of bed at a certain time and doesn't, an appropriate consequence would be going to bed an hour earlier the following night because the child was too tired to get up on time in the morning. Not only is it important for the consequences to be closely related to the rule, it is also important for the consequence to follow immediately. If too much time elapses between the behavior and the consequence, the child may forget the connection.

Late arrival for meals or inadequate cleaning up afterwards might have the consequence of "fasting" instead of having snacks. A desirable consequence might include having a snack. Although the consequences may have to be readjusted from time to time to fit changing circumstances, the consistency that parents show in administering the consequences is the most important single factor in the success of this method. Parental effort and sacrifice are very great at the beginning when the parents are demonstrating to the young people that they are "in charge" of the home and decide on the rules despite possible defiance by the younger generation.

If parents don't keep the rules themselves, it is very difficult for them to feel confident in enforcing the family rules for the children. Feelings of guilt can make it exceedingly difficult for parents to exert the needed leadership and authority. It is best to put this guilt to rest if it is real with some form of proper restitution and then let the past be the past. For example, if a parent feels guilty about breaking a neighbor's tool, he or she can get it fixed and return it to the neighbor. Satisfaction comes to parents when they know that they have done their best. That is all anyone can do.

It is also important that the young people know how well they are doing. By maintaining responsible behavior a youth can build a responsible and succesful self-image. Many desirable consequences have a cumulative positive effect on the young person's sense of self-esteem.

By the same token, with this method, parents are never in the position of putting down a child's "spirit." Desirable and undesirable consequences simply follow behavior that the child chooses. For example, when a youngster misses a curfew deadline, the parent simply informs the youngster of the consequences which have already been agreed upon. No shame or blame need be involved. The parents' statement should only be "I love you and these are consequences." There has been no assault to the child's spirit or self-esteem.

Some parents may feel that having business-like consequences for desirable and undesirable behavior is too cold and impersonal. They fear too many rules may stifle spontaneity. However, these consequences are always preferable to the physical or psychological ones that parents sometimes hand out in the heat of emotional frustration. Some of the worst negative consequences psychologically are the following:

Name calling (brat, stupid, selfish, etc.) which attacks the child's self-esteem

Withholding of affectation (i.e., silent treatment which undermines the child's sense of security)

Direct threats of security ("I'll send you away." or "I will get sick.") which undermine the child's self-confidence

Mind reading ("You are trying to make me sick, or you just don't care about anyone else.") This indirect communication eliminates the child's desire to communicate directly to you.

Business-like consequences are more effective and don't alienate youngsters or damage their self-esteem. Business-like procedures to handle practical matters like trash removal are all that is needed. When your child doesn't take out the trash on time, he/she is perhaps telling you that h. /she is dissatisfied in some way. However, this is not an appropriate way to express dissatisfaction, so don't encourage it by getting annoyed. Remember the courteous, business-like police officer who hands you a speeding ticket — no lectures, no nagging, no character assassination — just the ticket. It's effective.

Management Worksheet 4 below lists several examples of positive and negative consequences and responsible and irresponsible behavior. Management Worksheet 5, appearing, on page 19 lists possible chores and typical excuses for breaking rules.

Management Worksheet 4

Sample List of Desirable and Undesirable Behaviors and Their Consequences

(Many parents say "*but* we have already taken everything away." Here is a list to refresh your memory concerning the many privileges.

Samples of Responsible or Desirable Behavior	Samples of Nonresponsible or Undesirable Behavior
• Responsible school performance • Friendly behavior towards family members • Responsible attitude toward family rules • Responsible handling of chores	• Use of nonprescription drugs • Illegal use of alcohol • Overconsumption of junk fod • Fighting • Lying
Samples of Desirable Consequences	**Samples of Undesirable Consequences**
(These are frequently listed privileges of living in a family; many families have somewhat different customs.) • Allowance • Clothing • Hobby materials (bicycles, tools) • Laundry privileges • Private space (own bedroom) • Snacks • Telephone • T.V. • Transportation (chauffeuring, car use) Many parents forget how many privileges they offer their children and that with privilege comes responsibility.	• Bedrest (when not in bed on time) • Early rising (when not up on time) • Extra chores (when chores not done on time or completely • Restriction or grounding (when curfews are not respected) • Loss of privileges may result from non-responsible behavior (see list to the left) It goes without saying that parents never use removal of affection, food, or sleep as negative consequences.

Sample List of Possible Chores

Carrying out the trash (most families argue about this one)
Setting the table
Food preparation
Clearing the table
Washing the dishes/loading and unloading the dishwasher
Window cleaning
Dusting, vacuuming
Folding clothes, laundry
Making beds
Cleaning own room
Walking the dog, feeding the pets
Cleaning up after pets
Yard work, raking, cutting, shoveling snow

Chores need to be distributed equally in household depending on:

1. What needs to be done
2. Age level of person

Typical Excuses for Nonresponsible Handling of Chores

Good Old Number 1

"Why I'm not responsible."

1. I don't know (thus can't be held responsible).
2. I forgot (thus can't be held responsible).
3. I was angry (thus can't be held responsible).
4. I was drinking (the Devil made me do it).
5. Devil made me do it (thus can't be held responsible)
6. I am dumb, crazy (thus can't be held responsible).

Good Old Number 2

"Why you are responsible."

1. It was your fault.
2. You made me do it.
3. I was paying you back
4. You did it first.
5. You never told me not to do it.

Good Old Number 3

"Why they are responsible."

1. Johnny's parents don't mind if he does.
2. Everyone else was doing it.
3. It was snowing and I had to stop and play.
4. No one treats me fairly.
5. People are always picking on me.

Chapter 11

How Parents Can Be Do-It-Yourself Psychologists in Their Own Home

Fear and guilt afflict parents who realize their children are out of control or involved in irresponsible behavior such as drinking or drug use. Parents will say, "Where did we go wrong? We don't know what to do about it." An emotional pendulum swings between guilt and anxiety which burns up a great deal of energy, leaving little to deal with the problem situation. Parents cannot deal effectively with what is occurring now if they are absorbed in guilt about the past or immobilized by anxiety for the future.

When parents join a mutual parenting network, they begin to realize that their son's or daughter's irresponsible behavior or substances abuse doesn't necessarily mean that they are bad parents. Other parents, they learn, have similar concerns. This relieves a lot of guilt. Parents can start to focus on the PRESENT and begin to bring about important changes in the environment of the young person and the family that can, in fact, reduce the fear of the future. For example, Figure 5 shows how the energy we need to make changes right NOW can be dissipated between the two debilitating emotions of fear and guilt. Parent support networks are tremendously successful in relieving guilt and helping to build healthy plans for the future. With the support and fresh ideas that come from mutual parent networks, parents are no longer bounced around by the pendulum effects of guilt and fear and can begin making headway. When good morale returns to the management team, its creative energy can flow again.

In cases of prolonged alienations or rule breaking, it sometimes helps to bring in an arbitrator or negotiator. Management-employee disputes can best be handled by a neutral party, such as clergy, school guidance counselor, pediatrician, lawyer, or family therapist.

Parents often are concerned and confused about how much control to exercise over their youngsters and how much freedom to provide them. This is the most difficult choice parents make. Figure 6 shows that if parents exercise high control and show high love for their children, the children will tend to become conformists. If they exercise low control and yet show high love, the children will tend to become risk takers. If parents exercise high control on their youngsters and show little love, the youngsters will tend to become introverts. If they show little love and little control, their youngsters will tend to become delinquents. Control is an important factor in the development of a healthy child. However, expressed love is the most important factor in this development.

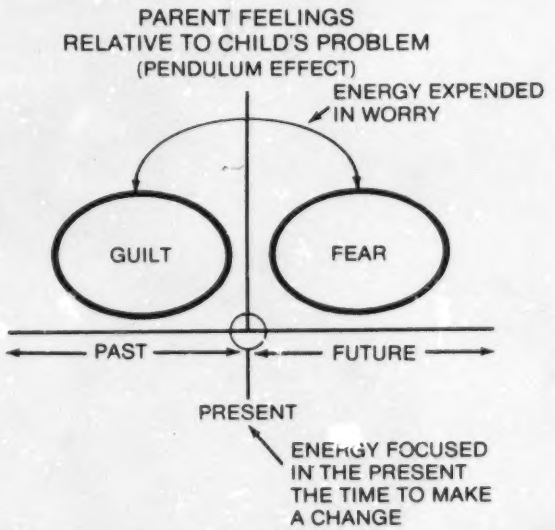


Figure 5

Following are descriptions of the four categories. We have written them in extreme form to help clarify differences.

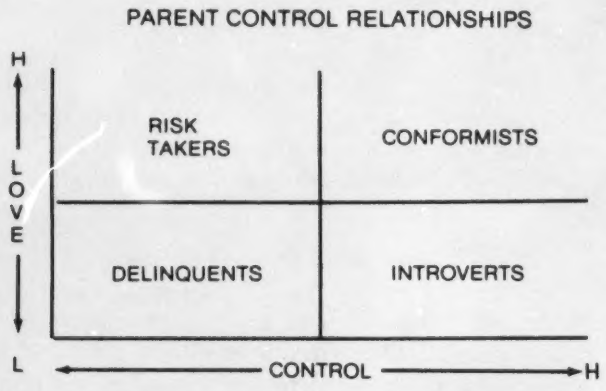


Figure 6

High Control and High Love

Have a great number of rules and restrictions for young people enforced in a caring, loving way, such as a curfew infraction resulting in loss of curfew privileges for a certain length of time. Also having activities, such as family evenings where everyone in the family is expected to engage enthusiastically in the same activity. Trust is earned only with repeated proofs of trustworthy performance.

Low Control and High Love

Allow a great deal of freedom for a youngster, however, expressing a great deal of love and trust in the youngster's ability to manage his or her life in a thoughtful, safe, and responsible way. The family may spend a great deal of time together, and the relationship is more as equals than as parent-child. Trust is more easily earned and based directly on the youngster's prior trustworthy behavior. For example, a child at the age of eight is allowed to spend the night camping out in the back yard as a precursor to spending the night camping out with the Boy Scouts.

High Control and Low Love

Have a great number of rules and restrictions for youngsters enforced in a cold, distant, and uncaring manner. Family activities are mandated, usually competitive, and without spontaneity. Everyone is coerced into participation without much imput into choosing the activity or the level of participation. Trust is not something a child can learn with trustworthy behavior.

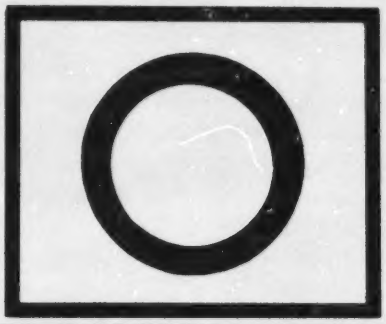
High Control and Low Love

Have a great number of rules and restrictions for youngsters enforced in a cold, distant, and uncaring manner. Family activities are mandated, usually competitive, and without spontaneity. Everyone is coerced into participation without much imput into choosing the activity or the level of participation. Trust is not something a child can earn with trustworthy behavior.

Ideally, no two families are or should be the same. There are variations among children because of temperament and chemistry. Therefore, different children need different levels of control. Some can handle a fair amount of freedom; others need tighter boundaries. We believe that the presence of love in the family is the central factor. There can never be too much love. The issue of control is the variable where personal choice is possible based on the life experiences of both parents. There is no exact amount of control that is proper for any one family. We need innovative risk takers in our society, but we also need conformists to give it stability.

Chapter 12

Division of Responsibilities



One way to allow young people to determine their own psychological territory is to use the diagram above.* The square represents the parental rules that account for the capabilities and maturity level of each young person. The circle is the area that can be determined by the young people, provided it is within the ground rules set by parents. For example, this diagram can be used in planning a party in the family home. The young people are free to plan the party within the framework of rules provided by the parents.

When asked what they want more of from their parents, many young people immediately respond: being listened to more. Therefore, we recommend that parents hold regular family meetings where everyone has a say in how the family is operating. Reduction of disagreement concerning mutual expectations (job profiles) helps keep the family meetings focused on other issues that need attention. Clear specification of the job profile of each family member serves to reduce such disagreement. Sample family job profiles for parents and children follow:

*Carole Owens and Robert P. Jardin, "Troubled Families," *Parade*, April 12, 1981, p.

Sample Family Job Profiles

Father and Mother (Management)

1. Provide management leadership.
2. Earn income.
3. Determine best distribution of resources and insure survival.
4. Settle disputes among management regarding management issues.
5. Maintain home physically.
6. Create a home environment that insures the safety of members.
7. Provide emotional nuturance, the security of belonging, and the joy of being recognized, loved, and respected for all family members.
8. Teach children to take on greater and greater amounts of responsibility to eventually take their own place in adult society.
9. Monitor family policy and procedures.

   Keep track of positive and negative consequences.

   Decode the communication lying behind family rule infractions by children.

   Help children solve problems that may be bothering them.
10. Provide positive feedback when young people meet responsibilities.
11. Maintain and communicate the family values and code of ethics.

Children (Employees)

1. Keep own space clean (after infancy).
2. Perform share of family chores.
3. Help with physical maintenance, trash removal, and cleaning.
4. Help prepare food.
5. Provide some of own income—paper route, babysitting.
6. Communicate respect and friendliness to others.

After a young person is out of school and able to earn own income.

1. Pay fair share of room and board.
2. Abide by family rules.
3. Help with home maintenance.
4. Communicate with other family members.
5. Assume fair share of daily family responsibilities—chores, meals, cleaning.

Chapter 13

Four Steps to Good Employee-Management Relationships

1. Parents take responsibility for working out agreements between themselves regarding family policies, such as the set of rules and consequences. In this process, young people are never asked to take one parent's side against the other or act as referees as this would undermine the parent's (management's) authority. Sometimes young people subconsciously "cause" a problem that they know their parents can agree on if they believe it will hold the family circle together.
2. Parents take the necessary time to be with each other to nuture their marriage relationship. Putting a marriage first does not automatically mean neglecting a child's needs. Having parents who love each other is the best gift a child can receive. Parents need time for pursuing hobbies and socializing with their peers.
3. Both parents attend parent-teacher conferences, school meetings, and other child-related meetings together.
4. Parents provide positive feedback when responsibilities are met. Feedback of this sort does help a child develop a positive self-image and self-esteem. Criticism, if it is the only form of feedback and recognition, eventually becomes more desirable than no recognition.

Chapter 14

Importance of Volunteer Work and Community Service for Young Persons

To be fulfilled, everyone needs to serve something larger than themselves. One of the appeals of psychoactive drugs is their ego-expanding qualities. These drugs lift people out of the narrow limits of their individual minds into the sensation of a wider consciousness, but at a high physical and emotional price. The basic appeal, despite the high physical and emotional costs, is understandable because young people, like all of us, need something that makes their lives feel significant. Most young people typically become occupied with sports, dating, music, and peer group activities. Often these interests are fulfilling until some interpersonal problem crops up, such as trouble with parents, school, or peers. At this point, young people need faith in something larger than themselves to see them through the difficulty. What they will have faith in, in these moments, depends on what has been meaningful to them in the past. Assuming they have done service to others and been loving to others, they will then anticipate that they will get emotional support from others when they need it. However, if they have never before made contact with a transcending source of love and service within themselves, in times of stress they will have no inner sense of meaning upon which to draw. Drugs don't provide meaning, but they provide a sensation of meaning which is very appealing when life seems otherwise to be empty.

There are many ways to be of service to others including:

Tutoring, coaching other young persons

Shopping for the elderly

Visiting the sick at hospital or nursing home

Helping the disabled, reading, housework, or errands

Donating earnings to help others

Young people need to be encouraged to express the side of them that is not egocentric and selfish. Their consciousness needs to be expanded by natural means. Information about volunteer activities can be obtained from the Montgomery County Volunteer Bureau, 301 E. Jefferson Street, Rockville, Maryland 20850, Phone number 279-1690.

Chapter 15

Conclusion

One of the central tasks of living in a family is learning how to meet one's own individual needs, while at the same time taking responsibility for the needs of the family as a whole. This is also true to some degree in terms of mutual responsibility for the parenting of the children of others in the community. Like the mobile on the cover of this handbook, the behavior of one person affects everyone around who is related. This includes family, friends, neighbors, and work associates.

One of the central themes of this handbook has been that all parents in a community share a

responsibility for the safety and well being of the community's youngsters. While it is well known that parents have enormous influence in shaping their children's lives, we also need to remember that these children in turn influence the other children who are their friends and class-mates. In this regard, what one parent does with his/her children eventually affects other peoples children to a certain extent. Thus, when parents of children who are friends are willing to work together, they can both extend their ability to protect this aspect of their child's social environment.

As enough parents in this community read this handbook, then it will become easier for them to pick up the telephone and begin forming a parenting network. We hope those who read this book will remember that they and the members of their family are part of a large mobile. The parents of Montgomery County have an opportunity to set in motion an atmosphere of mutual cooperation that could affect the entire nation.

Putting All the Pieces of the Handbook Together

1. Management meets separately to write all rules and consequences on paper

   See p. 14 for steps for making family rules.

   See p. 11 for set of sample rules.

   See p. 17 for guidelines for developing consequences.

   See p. 18 for sample desirable and undesirable consequences.

2. Management keeps score of desirable and undesirable consequences for two weeks to note trends and to modify and adjust rules and consequences

   See p. 12 for sample score sheet (behavior trend analysis).

3. In addition to the weekly management meeting, the whole family can meet to discuss progress and listen to concerns from family members. If there is too much confusion, family job profiles can be drawn up to reduce confusion about mutual expections.

   See p. 22.

4. Contact parents of children's friends and form a mutual parenting network to insure each child's safety.

   See p. 3 for steps to forming a mutual parenting network.

   See p. 27 for guidelines for parental decision making regarding communitywide conduct standards for youth.

Acknowledgments

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TO JAY HALEY.....from whom so many of these ideas emerged.

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Robert Francis Redmond, Ph.D., graduated from Georgetown University with a degree in English Literature and received his doctorate in Educational Administration with an emphasis on Human Relations in 1975. He has been an educator for the past 25 years, having been a school counselor and a principal. He initiated the PRIDE project (Parent Resources in a Drug Free Environment, a community parent support program) in the Einstein High School cluster and has lectured widely on adolescence and parent relationships.

The ideas in this **Handbook** are the result of much community effort. Each member of a group known as the Olney-Sandy Spring Community Action Team (O.S.S.C.A.T.) contributed to the handbook.

The Newport/Einstein PRIDE Action Team represents the first organized attempt to form parent support groups in a community in Montgomery County. Many other communities have modeled their programs after the PRIDE group. Monies for the preparation of this handbook have been provided, in part, by the Newport/Einstein PRIDE Action Team because the Team believes that a handbook like this will foster the development of mutual parenting networks throughout the entire county.

In addition, several people from outside the community also read and offered invaluable comments and suggestions. We offer our thanks to Robert P. Jardin, Ph.D., director of the Montgomery County Health Department's Alternatives and Counseling Program; Jacqueline Olson, M.A., Montgomery County Family Life Center; Richard Simon, Ph.D., editor of the **Family Therapy Networker**; Rita Rumbaugh, Montgomery County Community Awareness Resource Exchange (CARE) Center; George P. Brown, M.D., Mental Health Director at the Montgomery County Health Department's Northeast Health Center; and Richard L. Towers, Ph.D., director of the Department of Interagency, Alternative, and Supplementary Programs of the Montgomery County Public Schools. The editing of the various drafts was done by Anne Simpkinson, M.A., Jane Aldridge, Ian McNett, and Walton Coley of MCPS Publication Services. The typing was done by Madalyn Innocenti at the Northeast Health Center and Jo Anne Perry at the Colesville Copy Center, typesetting by Lisa Conners of the MCPS Publications Services staff. We are grateful for their efforts.

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Please write us your comments, ideas, and suggestions for future versions.

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Appendix

APPENDIX 1

Proposed Guidelines for Parental Decision Making Regarding Communitywide conduct Standards for Youth.

Sponsored by TIP, Box 326, Olney, Md. 20832

This document was prepared for use by parents by representatives of the Together in Parenting (TIP) Steering committee. Readers please send your comments and suggestions to T.I.P. at the address above.

Most of this material was adapted from the Parents Council of Washington and the proposed Gaithersburg Guidelines for Parenting. (For this reason, the material in the Appendix is not covered by the copyright and can, therefore, be reproduced without written permission.)

Your questions or comments are most welcome and will be used in improving subsequent versions of this document.

Suggested Guidelines for Parental Decision Making

These proposed "SHARED RESPONSIBILITIES" of parents, students, and teachers to each other and to the community are presented to help accomplish the goal of a healthy lifestyle. In some families, the guidelines will be too restrictive; in others, too permissive. Nevertheless, they suggest fair and reasonable standards, which, it is hoped, concerned parents will adopt.

1. School

   In school, as well well as at home, self-discipline is the long-range goal of any sensible behavior code. Discipline does not necessarily imply punishment. It should, however, imply the development of attitudes which lead individuals to respect the necessity for regulations and the desire to conform to them. The development of attitudes which enables students to control themselves is an important task of all teachers.

   Everyone needs to be aware of, cooperate with, and support school regulations and rules set forth in the **Student Rights/ Responsibilities Handbook**, the Montgomery County Public Schools Drug Abuse Policy, and the local school discipline policy. The faculties of all schools in the High School Cluster will try to keep parents informed of any significant academic and/or behaviorial changes.

2. Social Life Outside School

   a) Parental Guidelines

   All afterschool activities in another student's home should be verified by contact between parents involved.

   A visiting student's parents should know and approve planned activities and provisions for supervision.

   Parents and students should know where to reach each other by telephone.

   Parents should feel free to contact and be contacted by other parents with regard to decision making on movies, skating, dress fads, and dating ages and to answer the general statement, "Everyone is allowed but me."

   Parents should feel free to contact other parents to report an observation of possible dangerous activities: hitchhiking, hanging around groups, or environments conducive to questionable behavior without fear of reprisal from contacted parent and with understanding that such reporting will only state facts and draw no moral conclusion.

   Plans for student social activities should be made at least a day in advance to protect parents from last minute pressuring.

b) Time Guidelines

Time guidelines are necessary for safety and cooperation within each family and among families. The following are suggested:

Suggested Times To Be Home By

School day: It is important that you know where your students are and what they are doing, and they should know where you are after school and until dinner time.

School week: Students should be home after supper, except for specific events approved by parents. This same rule should apply to students in Grades 6 through 8 on weekends. In Grades K through 5 students should be home by 6 p.m. unless under adult supervision.

Weekends:

9th grade — 11:00 p.m.
10th grade — 11:30 p.m.
11th grade — 12 Midnight
12th grade — 12:30 a.m.

Holidays and Vacations: and on Weekends.

Bedtime:

K-2 between 7:00 — 8:00 p.m.
3-6 between 8:00 — 9:00 p.m.
7-9 between 9:00 — 10:00 p.m.
10-12 between 10:00 — 11:00 p.m.

c) Parties

Should be chaperoned by adults who are available.

Small parties should be encouraged. Only invited guests should be admitted.

Parties should have definite time limits.

Alcohol and drugs should not be served nor available.

The parents of anyone with alcohol should be contacted and the student should not be allowed to join the party.

Parents should be encouraged to contact host parents and offer assistance.

Parents should have the telephone number and address of the party and should expect a call from their child in case of any location change.

d) Parent-Child Cooperation

Parents can be held liable to civil and criminal charges if injury to a minor results from underage alcohol consumption or illegal drug use on their premises. A car can be impounded if it is stopped for any reason and ANYONE in the car possesses any type of illegal drugs.

Parents and students should know where to reach each other by telephone.

Parents should be awake (or expect to be awakened) when a teenager comes in at night. This time is an opportunity for open communication.

Parents should get to KNOW the parents of their student's friends.

e) T.V. and Film Viewing

Parents should control the number of hours and the choice of television programs watched.

Generally, homework should be completed before television viewing.

Late television shows should not be permitted on school nights.

Parents should monitor the student's choice of movies.

f) Car Use

Students should be advised to refuse to ride with anyone who is under the influence of alcohol or drugs or is behaving irresponsibly.

Parents should make clear that they will pick up the student at any time anywhere to avoid the above situation

3. Discipline

Parents are urged to treat seriously marijuana smoking, drinking, and illegal use of drugs by their teenagers and to learn drug-use symptoms.

Parents should support school discipline and contact the administration to discuss any questions or problems. Best results are achieved if parents and school officials work together.

Appropriate, consistent discipline indicates concern and love for a child.

Grounding and/or removal of car privileges are effective disciplinary means during the high school years.

If behavior problems continue, parents should, without hesitation, consult the CARE Center for recommendations for professional assistance, Phone number 279-1555.

Social Activities

PARTIES: Grades 4 through 8

1. **General Suggestions:** Weekends are the best time for parties for this age group.

a) Invitations should be extended by mail or phone and should come directly from the host or hostess. Parents of children attending the party need to be informed of party plans. Invitations should be acknowledged promptly. Most schools request that no invitations be issued at school and suggest that invitations be issued to all in the class or to less than half.

b) Activities and parties are most successful when parent and child are involved with the plans. An adult should be present and accessible at social functions.

2. **Suggestions Appropriate for Fourth, Fifth, and Sixth Graders:**

a) Daytime parties are best for fourth and fifth graders.

b) Sixth graders vary widely in maturity. Mixed parties are often neither successful nor advisable.

3. **Suggestions Appropriate for Seventh and Eighth Graders:**

a) While one-to-one dating is considered premature, small groups of boys and girls may wish to go to movies or school activities together.

b) A suggested time to end parties for seventh graders is 10:30 p.m.

c) A suggested time to end parties for eighth graders is 11:00 p.m.

PARTIES: Grades 9 through 12

Students in grades 9 through 12 vary widely in age and interest. The suggestions offered for this group should be viewed with this in mind.

1. **Where and How**

Home is the ideal place for young people to entertain. By encouraging youngsters to bring their friends home, parents have an opportunity to become better acquainted with their children's friends.

a) Parties both large and small are far more successful if they have advance planning. Teenagers have fun planning parties, but parental guidance and advice are important.

b) Discuss ahead of time problems which might occur and reach an agreement with your child on how to deal with them.

c) A courteous gesture is to advise the immediate neighbors of any sizable party and to ask that they call you if the noise becomes objectionable.

2. **The Parent's Role**

a) Chaperoning: Regardless of the size of the party, parents need to remain at home. Greeting guests at the door quietly establishes that the party is supervised. When

other adults are asked to help with the party, be sure that they understand their role as chaperones. End the party at the designated hour.

b) Alcohol: Frequently youngsters will bring alcoholic beverages to a party. There are parties where 15 and 16 year olds are drinking heavily. PARENTS MUST REALIZE THAT IF THEY SANCTION SERVING ALCOHOL TO MINORS THEY ASSUME RESPONSIBILITY FOR RESULTING ACCIDENTS AND ANY IRRESPONSIBLE BEHAVIOR. There is nothing wrong with telephoning ahead to find out if alcohol is being served.

c) Open Parties: Unexpected guests and uncontrolled situations are often the result of open parties. A preventive measure is to tell the guests ahead of time that the party is by invitation only.

d) Hours: Most boys and girls have curfews. Parents of girls should remember that a boy may have a curfew and that he would be placed in an awkward position if a girl has none. Parents should be called if a teenager finds that he or she is going to be later than expected. Children should have money to cover possible emergencies.

RESPECT YOUR YOUNGSTERS' DECISION NOT TO ATTEND A SOCIAL FUNCTION. BE AVAILABLE TO DISCUSS THEIR REASON IF THEY SO DESIRE

PARENTS, KEEP IN TOUCH! KNOW WHERE YOUR CHILDREN ARE, AND BE SURE THAT YOUR CHILDREN KNOW WHERE TO REACH YOU.

Volunteer Activities

Many local volunteer service programs train young people in a variety of skills and help them develop a community consciousness. Children benefit from being introduced early to the needs and concerns of others. Colleges and future employers consider these experiences to be extremely valuable. For more information, talk with someone at your school, civic group, religious congregation, or Montgomery County Volunteer Bureau, Phone number 279-1666.

Drinking and Drugs

Beginning in the elementary grades, young people face the choice whether or not to take drugs. They need to recognize that the stresses of daily life do not require chemical relief. Young people who feel good about themselves and their capabilities are less prone to drug experimentation.

1. **Suggestions for Preventing Drug Abuse**

a) A close relationship with your children makes them feel loved, respected, and responsible.

b) A child needs firm, fair, and consistent discipline. At the same time, be alert to the need for help and advice.

c) Help your child find recreational, spiritual, and other alternatives to the drug experience. Community service offers an ego-expanding experience that is superior to mind altering drugs.

d) Provide opportunities for successful experiences at home and at school.

Parents can discuss drug usage with credibility only if they are well informed. Remember that the effect of any drug depends on how much is taken and how often, the way it is taken, whether other drugs are taken simultaneously, the user's personality, and the setting.

Alcohol and marijuana are the drugs most widely abused by our young people. At a local hearing held exclusively for independent school students, the number one youth problem identified by students themselves was alcohol and drug abuse. Daily marijuana use has nearly doubled in high schools in the last three years. While there is need for more research to determine the long-term effects of marijuana, there is increasing evidence that heavy usage may lead to irreversible damage to the central nervous system.

APPENDIX 3

The growing use of drugs among teenagers will not be solved just by laws and warnings of health hazards. The best weapon against abuse is to reexamine our social pressures. Pride and trust in your son or daughter are positive and powerful factors in preventing drug abuse.

2. **Alcohol**

   a) No parent should serve alcohol, including beer and wine, to any guest under 18.

   b) A parent who has a responsible attitude toward drinking is the best example for a child.

   c) A young person who has accurate information about alcohol is better prepared to make intelligent decisions about its use. The ability to handle alcohol varies with each individual's physiological and psychological state.

   d) IMPRESS UPON YOUR TEENAGER THE IMPORTANCE OF NOT DRIVING WHILE UNDER THE INFLUENCE OF ALCOHOL AND OF NOT RIDING IN A CAR WITH A DRIVER WHO HAD BEEN DRINKING. Tell them to call you or take a a taxi. A phone call to you for a ride could prevent serious injury or save a life.

   e) Seek help right away if you suspect your child has a drinking problem. Failure to address the problem denies children the help they need. For assistance, call the following:

      Alcoholics Anonymous, 244-2274

      Al-anon, for nondrinking families of alcoholics, 347-8901 (D.C. and Maryland)

      Montgomery County Health Department, Drug Alternatives and Counseling Program, 565-7729

3. **Marijuana ("pot," "grass," "weed")**

   a) Marijuana, the most widely used drug, and hashish, several times more potent, come from the tops of the plant get their effects from a drug known as THC.

   b) Because of selective cultivation, marijuana today is often more than ten times as potent as the substance smoked just five years ago.

   c) Marijuana's first consequence is the impact of intoxication, the "high" state lasting for several hours or more after use of the drug. During this stage, judgment and the ability to concentrate and learn, as well as the ability to drive a car and perform other complex tasks, are diminished. Marijuana severely impairs a driver's perception, concentration, reaction time, and overall driving skills. This impairment lasts for several hours even after the smoker no longer feels "high."

   d) Marijuana's major active ingredient (THC) remains in the body for more than a week after a single dose. Anyone smoking the drug as much as once a week or more often experiences a progressive accumulation of marijuana breakdown products in his body, especially in his lungs, brains, and reproductive organs.

   e) There are more carcinogenic (cancer-causing) compounds in the smoke from a cannabis cigarette than in a single tobacco cigarette of the same size.

   f) Marijuana depresses the body's natural immunity and adversely affects the reproductive system of both the male and female.

   g) In the short-run, socializing is apparently facilitated by marijuana use; but the heavy user becomes increasingly isolated and unhappy.

   h) Marijuana hinders young people's movement from adolescence to psychological adulthood. The chronic user does not learn how to cope with life's stresses and anxieties.

Hallucinogens

Hallucinogens modify the way one hears and sees the world and produces hallucinations and delusions. PCP and LSD are extremely dangerous drugs.

1. **PCP-Phencyclidine** ("angel dust," "peace pill," "killer weed")

   a) The Washington area is one of the major centers in the nation for the manufacture and distribution of PCP. The components are readily available and cheaper than any other street drug except marijuana. It can be produced at home, making it difficult to track down.

   b) PCP comes in a variety of forms, such as powder, tablet, capsule, or liquid and in many colors, shapes, and sizes. It can be smoked, "snorted," swallowed, or injected. Smoking a "joint" made of a leafy mixture, such as parsely or marijuana sprinkled or "laced" with PCP powder is the most popular method.

   c) A PCP high is characterized by feelings of depersonalization, weightlessness, feelings of increased physical strength, loss of comprehension, and a sense of dying or being dead.

   d) Acute toxic reactions from PCP can last up to a week after one single dose; and the user's memory, judgment, concentration, and perception can be affected for months or perhaps permanently.

   e) The effect of PCP is extremely unpredictable. It may produce bizarre or violent behavior, severe depression, suicidal and homicidal tendencies, and paranoia. Chronic users may never be normal again.

2. **LSD-Lysergic Acid Diethylamide** ("acid")

   a) LSD appears as a white powder, as a tablet like aspirin, and as a clear, colorless, odorless liquid. It is an extremely potent and dangerous chemical. An amount too small to see with the naked eye can cause disorientation for up to 12 hours.

   b) LSD can cause serious personality breakdowns, marked changes in sensation and vision, panic, loss of sanity, violence, and accidental death.

   c) "Flashbacks," a recurrence of some of the LSD effects, may happen days or months after the last dose.

Stimulants

1. **Amphetamines—Benzedrine, Dexadrine, and Methamphetamine** ("speed")

   a) These are "uppers" that stimulate the central nervous system. They disguise the effects of fatigue so that abusers exceed their physical endurance and don't realize that they are doing so until it is too late. They are issued in the form of tablets and capsules and in solution for injection.

   b) These "uppers" have such street names as "speed," "bennies," "crank," and "copilots."

   c) "Speed" is the most potent of the stimulants and is widely used among teenagers and college students to get a "pick-up" during times of stress and for weight reduction. An overdose may cause death.

2. **Cocaine** ("coke" or "snow")

   a) Cocaine is an oderless white powder which is usually sniffed through the nostrils causing irritation of the membranes. It can also be injected intravenously.

   b) Although cocaine is not addictive in the physical sense, frequent usage can produce strong psychological dependence.

   c) Cocaine's legal classification as a narcotic, its glamourized status as an ilicit substance, and its exorbitant price combine to make it a status symbol in the drug culture. Even though its stimulant properties are highly overrated, it is now very popular as a "recreational" drug.

   d) One of the dangers of cocaine is the variety of substances with which it is "cut" (mixed). Some of these unknown substances may be poisonous and, if injected, can be fatal.

   e) A deep depression characterizes withdrawal by chronic users.

Depressants

a) Barbiturates (Amytal, Butisol, Nembutal, and Seconal) and Tranquilizers (Valium and Librium) are the "downers" that depress the central nervous system and make people calm or sleepy.

b) The "downers" have such street names as "blues," "reds," "rainbows," "yellow jackets," "ludes," and purple hearts."

c) Barbiturates and tranquilizers are available in capsule or tablet form and are prescribed by physicians. Parents need to keep track of these drugs if they have them at home.

d) Mixing even a few sleeping pills with alcohol can lead to an overdose and accidental death. Never let anyone take any barbiturate or other "downers" if they have been drinking.

e) Barbiturates are addictive. Increased use produces tolerance and a desire to take larger amounts. Abusers become confused and forget how many they have taken.

f) Sudden withdrawal from barbiturates can cause a medical emergency for the user. A physician should be consulted before anyone withdraws from barbiturates after heavy use.

Narcotics

Narcotics (Codeine, Demerol, and the more powerful opiates—opium, morphine, and heroine) act very much like barbiturates. They induce sleep or stupor and are mainly used in medicine as painkillers. They are either injected or taken orally. All are addictive.

What To Do With a Family Drug Problem

Drug abuse can be a symptom of underlying personal problems. If a drug problem is too difficult for you to handle and you need help, contact your physician or school. Whatever decision you reach, the treatment should be under the guidance of a qualified professional.

Shoplifting

Young people must be made aware that taking anything at all that belongs to another is a crime and not a casual adventure. Statistics reveal that teenagers account for 35 percent of the shoplifiting in the metropolitan area and that 71 percent of this group come from middle and upper income families. Children involved in this type of stealing often explain away their illegally acquired possessions as being "borrowed" or "gifts." Parents could help stop this behavior by discussing with their child the following:

1. Shoplifting is a crime for which you will be prosecuted.

2. A police report can restrict opportunities for certain jobs, colleges, service academies, and professional schools.

3. In many stores when one person in a group shoplifts, the whole group is arrested.

4. There are over 100 devices in use by local stores for apprehending shoplifters.

Teenage Anxiety and Depression

Some degree of anxiety and turmoil is to be expected during adolescence. No one is happy all the time. Some factors which may be related to this expected anxiety are the following:

Physical development (rapid growth rate, acne, body changes)

Peer relationships (attachments and detachments)

Family problems (communication, death, divorce, illness, alcoholism)

Failure to live up to parental or own expectations, with a reduction of self-esteem

Poor academic performance

As seniors, acceptance or rejection by colleges and concerns about leaving home

Fear of being alone (some perform well in a group but alone feel frightened)

Parents should try to be aware of how their child copes with anxiety. Does the child turn to drugs or alcohol as tranquilizers? Feelings of depression frequent in the teenage years are often transient and not deep-seated. Depression can be expressed in the form of:

Overeating or excessive dieting

Sleeping during the day

Withdrawal, an appearance of being "out of it"

Breaking the law

Change in school performance

Apathy and feelings of inadequacy, worthlessness, and defeat

Increased rebelliousness towards parents and teachers

Drug and alcohol usage

Personality changes and any marked shift in behavior

A young person who expresses a desire for professional assistance should be taken seriously even if it involves only a consultation or a couple of visits. To many young people, this can mean reassurance. If parents are concerned about changes in their youngster, they should consult with a qualified professional trained in adolescent problems. Signs of *severe* depression are the following:

Marked withdrawal from family life and peer social activities

Dramatic changes in academic performance

Feelings that life is not worth living

A series of accidents (taking chances with car, taking an overdose of aspirin, getting into difficulties)

Feeling of nothingness — numbness, no pain, no feelings

Weight loss, insomnia

Any marked shift in personality

Talk of suicide (this is a cry for help and should always be taken seriously)

Although adolescence can be a time for deepening of character and growth of creative, social, and academic interests, it is also a time when parents' alertness to problems is most needed.

Sexual Responsibility

We parents have not known the sexual freedom and openness about sex that are an everyday part of our young people's lives. Material with sexual connotations is everywhere. Today, many young people find themselves in trouble because they are ignorant of the facts in their teen years. A naievete is often seen in youngsters experiencing sexual relationships with boys and girls they hardly know.

Sex information is best communicated by parent to child in a natural and honest way, beginning in the early years in the same manner a parent answers all other questions. The parent should explain in language appropriate to the child's level of understanding, not offering more than the child asks or needs to know at any given time. Talking about sex openly in a child's early years will make later discussions easier. Children in their preteens and early teens may be filled with anxieties concerning their sexual development. It is important to listen and provide insight and information with honesty and sensitivity.

In the later teen years, communication should be kept open to ensure that your teenager is obtaining accurate information about personal hygiene and sex. At certain ages, it is easier and more desirable for a father to talk to a son and a mother to a daughter.

It is essential that teenagers learn responsibility and a sense of obligation towards other persons, as well as developing a capacity to accept the consequences of their actions. The parents' moral standards—such things as family values, a healthy, integrated acceptance of sexuality, and respect for the opposite sex— should be made known by example. Emphasis should be placed on the interrelation of love and sex within the framework of marriage. Teenagers should be encouraged to uphold standards and to resist peer pressure. The illusion that "everyone is doing it" should be dispelled. When a teenager is sexually active, the experience can be damaging, disappointing, and detrimental to later love relationships.

Parents should remember, however, that preaching and demanding are not effective. Teenagers must be allowed to express their views to an understanding parent. If you are a parent who is uncomfortable or feels inexpert in discussing sex with your teenager, suggest a talk with the family physician, clergy, or a qualified person outside the immediate family with whom your teenager feels comfortable. (See list of books on page 38.)

Venereal Diseases

All teenagers and their parents should be well informed of the symptoms of venereal diseases, of methods to avoid such diseases, and the danger of not reporting symptoms in time to prevent complications. Venereal diseases are infections that spread by sexual contact between human beings. There are three major types of VD: syphilis, gonorrhea, and herpes virus.

1. Syphilis can attack any part of the body, including the heart and brain. If the disease is not properly treated, it can cause sterility, crippling arthritis, blindness, insanity, and death. A pregnant woman with syphilis can pass it on to her unborn baby, causing it to be born sick, deformed, or dead.
2. Gonorrhea can have many of the same effects, although it is more likely to cause sterility or other sex-organ problems and less likely to cause death.
3. Herpes virus (not to be confused with the same named virus which causes canker sores in the mouth) causes multiple painful ulcerations in the genital area. Although not as dangerous as the above, the virus remains chronically in the body; and there is no known cure for it at present.

Any teenager who suspects that he or she has a venereal disease should visit a physician, hospital clinic, or health department VD clinic without delay. Treatment of veneral diseases is kept in strictest confidence. Only prompt, effective medical treatment can cure and prevent the dangerous long-term effects of syphilis and gonorrhea.

Streets and Parks

I. **Parents**

A. Child Molesting

Encourage the increasing independence of your children, but alert them to the possible dangers of city life. Without being overly alarming, discuss the realities of child molesting and the possibilities of sexual advances not only from strangers but also from people in the neighborhood.

1. Caution your children

a) Against playing in unsupervised areas, particularly parks, woods, empty houses, buildings under construction, and shopping centers

b) About talking to strangers who loiter near their play areas or ask them to leave their companions for any reason.

2. Encourage:

a) Periodic check-ins

b) Reporting to you of any unusual occurrence

II. **Teenagers**

A. Walking

1. When walking at night, travel in pairs and stay on well-lighted streets. Walk at a steady pace near the curb.

2. Never be afraid to ring a nearby doorbell for help.

3. If approached by a mugger, do not fight or argue. A mugger may be a drug addict and therefore, irrational.

B. Hitchhiking:

Never accept a ride from a stranger at any time. Crimes against boy and girl hitchhikers are rising.

1. Young people hitchhiking in groups need to know that there is no safety in numbers.

2. Hitchhikers of either sex may be robbed, assaulted, and subjected to sexual attacks.

3. Hitchhikers are unaware that sometimes the inside door handles are removed on the passenger's side.

C. Driving:

1. Never pick up a hitchhiker.

2. Drive with a full tank of gas and locked doors.

3. If stopped under suspicious circumstances, drive away quickly or blow horn repeatedly. If you are being followed, drive directly to a police, fire, or rescue station.

4. If your car breaks down, raise hood, flash lights, and wait in locked car for help from police. If a stranger offers assistance, ask him to send help from nearest service station. Be wary of accepting a ride to the nearest garage.

5. Drive on well-traveled streets and park in commercial lots or well-lighted areas.

6. Always lock your car after parking. If you forget, check the back seat and floor before getting in.

Babysitting

A. Parents

1. Let your sitter know where you will be, how you can be reached by telephone, and what time you expect to return. Telephone if you are delayed.

2. Leave instructions concerning television viewing.

3. Be sure your sitter knows not to bring friends or let friends drop in without your permission

Familiarize Your Sitter With Emergency Procedures

1. Emergency instructions and phone numbers (including the family physician's) should be posted near the telephone.
2. Arrange for a neighbor to act as a backup and to give advice.
3. Leave written permission with an adult for emergency hospital care if parents are going to be out of town or out of reach.

B. Sitters

1. Your job is very important. Small children require your full attention.
2. When you are working for a new family, ask if you can arrive early, meet the children, learn what activities the children enjoy, check on emergency instructions, and be sure you can lock and unlock the doors.
3. Do not tie up the telephone or raid the refrigerator without permission.

C. Babysitters or Children Home Alone

1. Be sure you can handle an emergency.
2. Responding to the telephone
   a) Ask the caller's name and say that you will have the call returned.
   b) Do not give out any information or the family's name to someone you do not know.
   c) When strangers dial a wrong number, ask what number they are calling and tell them only that they have dialed incorrectly.
   d) If you receive a crank call, hang up without talking.

Movies

Parents need to judge each film with respect to their children. Decisions about each film should be made personally regardless of ratings. The Motion Picture Rating Board describes films according to the following categories:

G General Audience—All ages are admitted. A "G" rated film is not by definition a "children's film." It is generally considered acceptable for the entire family and should not contain any material which would be objectionable or embarrassing.

PG Parental Guidance Suggested—All ages are admitted.
"PG" films contain some material which some parents might consider too mature for preteenagers. Parents need to inquire about each film before their children attend.

R Restricted—Children under 17 must be accompanied to the theatre by a parent or adult guardian. The "R" rating indicates a film which is adult in theme and treatment. Frequently the minimum age requirement is not enforced.

X Restricted—No one under 17 is admitted. This is exclusively an adult film in theme and treatment. The age limit may be higher in some areas of the country.

Television

Parents and educators are concerned with effects of television on children, especially in the elementary grades. Children's television watching should be monitored. Encourage your children to recognize quality programs. Consider eliminating television during the week throughout the school year. Studies have suggested that excessive television viewing may:

Teach a child to receive information passively and impressionistically rather than encourage active thinking.

Inhibit certain aspects of child's growth pattern. Active ways of coping with boredom may not be learned. Conversational abilities and interper-

sonal relationships with adults and other children may suffer.

Become signficant for the development of values and attitudes in young children if used continuously as a babysitter.

Parents can play an important role by recognizing and demanding quality television programming. Write a letter with your views to networks and local stations if you find objectionable programs. You might send copies to the following:

ACT (Action for Children's Television)
46 Austin Street
Newtonville, Mass. 02160

WATCH
(Washington Association for Television and Children)
Suite 202
4418 MacArthur Boulevard, N.W.
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Books

Love and Sex in Plain Language
Eric Johnson, J.B. Lippincott, revised, 1967.

Love and the Facts of Life
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Tough Love: A Self-help Manual for Parents Troubled by Teenage Behavior
Phyllis and David York, P.O. Box 70, Sellersville, Pa. 18960. $6.00.

Practical Parenting
A monthly newsletter. Deephaven, Minnesota 53391 $9.00.

Parents, Peers, & Pot
By Marsha Manatt, Ph.D., write: National Clearinghouse for Drug Abuse Information, Room 10A56 Parklawn Bldg., 5600 Fishers Lane, Rockville, Md. 20857. Free.